

# Strategies for Success

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COMBATING JUVENILE DRUG USE

*Part III*

*Support  
Tools for  
Building  
Programs  
That  
Work*



# Foreword

**T**he Juvenile DUI Enforcement Program, developed by the National Highway Traffic Safety Administration and the Office of Juvenile Justice and Delinquency Prevention, consists of eight foundation elements designed to be implemented together. This document, *Part III: Support Tools for Building Programs That Work*, is intended for the police chief executive or other justice official who has read and believes in the comprehensive program. To activate the program and transform it into a workable community effort, priorities must be set, policies articulated, and specific components adapted to local conditions and then implemented.

This volume contains a series of policy statements, news releases, and other backup material. It is designed for the staff member who receives the program materials and wonders how to address the early steps that capture both a change of heart on the DUI issue and a commitment to do things differently—do more!—as a result. By proceeding in this way, we hope to facilitate the process of implementation and to start the process of comprehensive planning among several justice agencies with realistic expectations—and within a pervasive spirit of cooperation.

Clifford L. Karchmer  
Project Director  
Police Executive Research Forum  
Washington, D.C



# Citywide Policy Statement

A citywide policy statement or resolution is a valuable resource for capturing the official consensus of the community as a whole. A sample resolution, supplied by the city of Hampton, Virginia, is provided here. The resolution delineates the problems of alcohol, tobacco, and other drugs; goals for improving the community's approach to those problems; and general steps to reach the goals. Adopted at a city council meeting and signed by the mayor, the resolution represents a symbolic "contract" between the city and its citizens. Perhaps most important, it pledges the city's efforts in the fight against juvenile driving under the influence of alcohol and other drugs (DUI) and asks for cooperation from citizens.

**RESOLUTION**  
**Hampton's policies regarding the use of**  
**alcohol, tobacco, and other drugs**

Whereas the City of Hampton is committed to the health and well-being of all its citizens, and recognizes, in order to become the most livable city in Virginia, the importance of addressing the issue of chemical abuse; and

Whereas the research of Peter Bell, which is supported by other experts, states that “when the line between appropriate and inappropriate drug use is clear, it stops some people from approaching or crossing the line. When the line is vague or unclear, it tends to enable chemical abuse”; and

Whereas the hazards of the use of illicit drugs and chemical solvents by both young people and adults have been well documented and these drugs are known to lead to significant legal, employment, health, and social problems; and

Whereas alcohol, tobacco, and pharmaceuticals, though legal for adult use, when used inappropriately are the most abused drugs in our country, often causing significant consequences to the abuser, the family, and the economy; and

Whereas the use of alcohol, tobacco, and other drugs by youth is illegal and potentially harmful both physically and emotionally, and adults must recognize their responsibility to send clear and consistent messages to the youth of the community in order for them to make and maintain the choice of a lifestyle free from alcohol, tobacco, and other drugs;

Now, therefore be it resolved that Hampton is committed to becoming a community where all of its citizens have the knowledge, skill, and ability to choose a lifestyle free of chemical abuse.

- youth are encouraged and supported in their efforts to impact issues related to chemical abuse
- attention is paid to the relationship between chemical abuse and the health, well-being, and self sufficiency of families
- youth are protected from negative influences that promote the use of alcohol, tobacco, and other drugs

And be it resolved that Hampton is committed to becoming a community that emphasizes enforcement and deterrence of illicit drug abuse.

- individuals involved in the manufacture, sale, or distribution of illicit substances are aggressively pursued and punished
- comprehensive efforts exist to ensure prevention of driving under the influence and punishment of impaired drivers
- there is strict enforcement of sales of alcohol and tobacco to minors

And be it resolved that Hampton is committed to becoming a community where the problem of chemical abuse is addressed through a continuum of prevention, intervention, and treatment.

- primary emphasis is placed on prevention
- quality intervention and treatment services are available and accessible

And be it resolved that Hampton is committed to becoming a community where the line between appropriate and inappropriate drug use is clear.

- the primary focus of all city-sponsored events does not include alcohol
- all citizens have the right to smoke-free public facilities
- young people, adults, community groups, and businesses promote and uphold these policies

And be it further resolved that the City of Hampton is committed to these fundamental philosophies in all future policymaking.

Adopted at a regular meeting of the City Council of the City of Hampton, Virginia, held January 25, 1995.

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Mayor

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Clerk





# Policy Oversight and Coordination

Communities need a locally based policy advisory and coordination group to oversee the development, implementation, and evaluation of the DUI Enforcement Program. The group members, including justice system representatives and other community leaders, should be responsible for taking the basic framework set out in this program and adapting it to the needs and resources of their own jurisdiction. The work of the policy group is clearly a key ingredient to success in combating juvenile DUI. But how can a leader mobilize the community to form such a group? What are the specific steps involved? Presented here is *A Framework for Community Mobilization*, a guide used in Tulsa, Oklahoma, and developed by the Southwest Regional Center for Drug-Free Schools and Communities. The guide may help your agency initiate and continue the work of its policy oversight group.

# A Framework for Community Mobilization

# Stage 1: Entry/Initiating

Action Steps	Methods/Strategies	Outcomes	Support Needed
<p>(What communities do when they mobilize; descriptive)</p> <p>One or more individual(s) see a need. These individuals identify and contact key people (including formal and informal leaders) and target significant constituencies for involvement (e.g., youth, ethnic minorities, elderly, etc.). A loosely formed group begins to develop.</p> <p>Group members:</p> <ul style="list-style-type: none"> <li>• begin preliminary definition of community</li> <li>• identify and contact existing groups</li> <li>• create/increase awareness and involve community</li> </ul>	<p>(What communities mobilize; options from which to choose)</p> <p>Responding to trigger events Supporting the emergence of natural or charismatic leaders Involving political/powerful/formal leaders Using media—public service announcements, specials on local news Seeking the support and leadership of key organizations or agencies Using powerful language when appropriate as a marketing tool (“drug-free”) Initiating other awareness activities (beginning the appeal to entire community)</p>	<p>(Expected results from actions of the community)</p> <p>A core group of people commits to continue the process of comprehensive, communitywide prevention (safety, access, opportunity).</p> <p>This group begins to:</p> <ul style="list-style-type: none"> <li>• identify its leaders</li> <li>• seek representation that reflects the entire community</li> <li>• seek community acknowledgement of the need for health promotion</li> <li>• identify issues of common concern</li> </ul>	<p>(What support might help the group)</p> <p>Technical Assistance:</p> <ul style="list-style-type: none"> <li>• how to get started</li> <li>• how to identify and engage critical individuals and groups</li> <li>• how to identify and develop leaders</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• general information on prevention</li> <li>• general information on social change and community</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• activation</li> <li>• awareness-building</li> <li>• team-building</li> </ul>

# Stage 2: Readiness

Action Steps	Methods/Strategies	Outcomes	Support Needed
<p>Group begins to evolve into a coalition.</p> <p>This emerging coalition begins to:</p> <ul style="list-style-type: none"> <li>• assess community's level of readiness to change</li> <li>• establish readiness to effect change among community members</li> <li>• activate the community (bringing people on board)</li> <li>• develop network and resource linkages</li> <li>• educate its own members relative to activation, the change process, and common issues</li> </ul> <p>The coalition continues to:</p> <ul style="list-style-type: none"> <li>• develop relationships with key individuals and groups</li> <li>• develop leadership among its members</li> <li>• identify issues of common concern</li> </ul>	<p>Taking advantage of educational/training opportunities and materials</p> <p>Engaging key community legitimizers to invest themselves in issues of concern</p> <p>Engaging in team-building processes or activities</p> <p>Conducting large meeting(s) involving any community members willing to attend</p> <p>Engaging in a visioning process for the community</p> <p>Establishing a preliminary impression of community readiness</p> <p>Pulling together assessment instruments</p> <p>Establishing and maintaining coalition record of its history and activities</p> <p>Recruiting new members through telephone calls, lunches, informal networking, etc.</p> <p>Conducting regular coalition meetings</p> <p>Choosing a name for coalition</p> <p>Establishing preliminary group norms</p>	<p>An intact, functional coalition (with some kind of organizational structure) is established.</p> <p>This coalition embraces the need for the community at large to work together.</p> <p>The coalition has begun to:</p> <ul style="list-style-type: none"> <li>• establish a common vision and a willingness to share that vision and involve others in it</li> <li>• identify common ground on issues, concerns, and strengths</li> <li>• establish inclusiveness as an important value</li> <li>• understand the benefits of collaboration</li> </ul>	<p>Technical Assistance:</p> <ul style="list-style-type: none"> <li>• facilitating meetings</li> <li>• marketing</li> <li>• awareness activities</li> <li>• team-building</li> <li>• networking</li> <li>• conflict resolution</li> <li>• consensus</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• facilitation</li> <li>• marketing</li> <li>• activation</li> <li>• team-building</li> <li>• group process</li> <li>• community mobilization and social change</li> <li>• prevention principles</li> <li>• visioning</li> <li>• consensus</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• activation</li> <li>• team-building</li> <li>• group process and facilitation</li> <li>• visioning</li> <li>• consensus</li> </ul>

# Stage 3: Assessment

Action Steps	Methods/Strategies	Outcomes	Support Needed
<p>Coalition completes the process of defining its target community.</p> <p>Coalition begins to:</p> <ul style="list-style-type: none"> <li>• assess where its community stands on the issue(s)</li> <li>• identify and assess community resources</li> <li>• identify and assess current activities relative to issue(s) of concern</li> <li>• assess community safety, access, and opportunity</li> <li>• identify community policies/norms</li> <li>• identify service/resource gaps and needs</li> <li>• assess community problems and underlying causes</li> <li>• describe demographic variables for its community</li> <li>• work on an environmental/social/economic assessment</li> <li>• assess its individual values</li> </ul>	<p>Conducting public meetings</p> <p>Conducting public polls and/or youth polls</p> <p>Conducting key informant survey or interviews</p> <p>Analyzing currently existing incidence and prevalence data</p> <p>Acquiring and analyzing what information social service agencies/schools will provide</p> <p>Recording and sharing assessment results</p> <p>Administering a “use” survey</p> <p>Holding public forums targeted at specific populations</p> <p>Developing an inventory of current programs</p> <p>Reviewing current research regarding what works</p> <p>Evaluating current programs and activities regarding what works</p> <p>Conducting field observations</p> <p>Conducting a normative analysis</p> <p>Conducting interviews—informal and formal</p>	<p>Individuals have established a personal investment in issue(s) of common concern.</p> <p>Coalition has established:</p> <ul style="list-style-type: none"> <li>• further identification of common ground</li> <li>• some kind of picture of the community’s resources and problems</li> <li>• clear ideas of what needs to happen to bridge the gap between the vision and existing conditions</li> </ul> <p>Coalition is continuing to engage in:</p> <ul style="list-style-type: none"> <li>• broadening of its constituency</li> <li>• awareness-raising processes and activities aimed at the entire community</li> <li>• marketing of need/resources</li> </ul>	<p>Technical Assistance:</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• coalition-building</li> <li>• facilitation</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• defining community</li> <li>• coalition-building</li> <li>• facilitation</li> <li>• surveys</li> <li>• case studies</li> <li>• sample interviews</li> <li>• sample assessment tools</li> <li>• marketing</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• marketing</li> <li>• coalition-building</li> <li>• facilitation</li> <li>• leadership</li> </ul>

# Stage 4: Planning

Action Steps	Methods/Strategies	Outcomes	Support Needed
Coalition identifies a team that engages in a systematic planning process. This plan includes coalition maintenance and expansion. Coalition continues to develop leadership.	Examining and sharing community assessment information Defining coalition's unique role/mission Defining coalition's goal(s) Developing a community philosophy statement Developing action plans incorporating evaluation steps Revisiting norms/operating guidelines Negotiating roles and responsibilities of coalition members and the organizations they represent Recruiting new members (ongoing)	Individual efforts evolve into collective effort. Team develops a written plan that reflects coalition members' priorities. A common ground is clearly articulated. The coalition establishes a commitment/willingness to carry out plan.	<p>Technical Assistance:</p> <ul style="list-style-type: none"> <li>• preparation for team training</li> <li>• planning</li> <li>• maintenance and expansion of team</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• team maintenance and expansion</li> <li>• documenting efforts</li> <li>• evaluation</li> <li>• grant writing</li> <li>• fundraising</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• team-building</li> <li>• team maintenance and expansion</li> <li>• prevention strategies</li> <li>• social policy/norms</li> <li>• social change</li> <li>• prevention</li> </ul>

# Stage 5: Implementation

Action Steps	Methods/Strategies	Outcomes	Support Needed
<p>Coalition and community members:</p> <ul style="list-style-type: none"> <li>• implement action plan</li> <li>• monitor and assess progress</li> </ul>	<p>Developing methods for conflict resolution</p> <p>Continuing assessment</p> <p>Developing work groups or subcommittees as needed</p> <p>Conducting regular meetings</p> <p>Continuing to negotiate roles and responsibilities</p> <p>Getting commitment from relevant agencies/organizations/individuals to implement relevant parts of plan</p> <p>Celebrating and publishing successes</p> <p>Gaining broad-based support for plan</p>	<p>New needs (e.g., resources, technical assistance, training) are identified.</p> <p>Values articulated earlier are now demonstrated.</p> <p>Service delivery is established/strengthened.</p> <p>Community makes tangible movement toward goals.</p> <p>Individual and group growth occurs.</p> <p>Community members' needs are met.</p> <p>Commitment to change expands beyond coalition members.</p> <p>Community needs are met.</p> <p>Networking is enhanced.</p> <p>Community begins a paradigm shift.</p> <p>Coalition establishes readiness to replan.</p>	<p>Technical Assistance:</p> <ul style="list-style-type: none"> <li>• overcoming unforeseen obstacles</li> <li>• team-building</li> <li>• conflict resolution</li> <li>• consensus</li> <li>• collaboration</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• prevention strategies</li> <li>• marketing</li> <li>• prevention information</li> <li>• social change and community mobilization</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• social change</li> <li>• consensus</li> <li>• collaboration</li> </ul>

# Stage 6: Sustaining/Reinforcing/Replanning

Action Steps	Methods/Strategies	Outcomes	Support Needed
<p>Team replans.</p> <p>Coalition:</p> <ul style="list-style-type: none"> <li>• builds a broad base of financial support for prevention initiatives</li> <li>• links needs assessment, program plan, and funding plan</li> <li>• continues to build relationships that support coordination and continue to cultivate common ground among organizations and individuals</li> <li>• conducts ongoing evaluation of the effectiveness and responsiveness of both the coalition and communitywide prevention initiatives</li> <li>• continues to inform and involve public</li> <li>• addresses the issue of common customers (individuals or groups interacting with multiple systems in the community)</li> <li>• nurtures and supports itself and its members</li> <li>• continues leadership development</li> </ul>	<p>Engaging in grant writing</p> <p>Engaging in fundraising</p> <p>Performing ongoing needs assessment, evaluation, and feedback concerning coalition needs and activities</p> <p>Performing ongoing training and development of coalition</p> <p>Modifying coalition structure and leadership as needed</p> <p>Modifying coalition and community programs as needed</p> <p>Recognizing accomplishments of coalition members, both individual and organizational</p> <p>Continuing expansion</p> <p>Continuing team-building</p> <p>Continuing negotiation of roles</p> <p>Renorming as needed</p> <p>Engaging in conflict resolution as needed</p> <p>Celebrating and publishing successes</p>	<p>A functioning coalition is established and ongoing.</p> <p>Prevention initiatives are ongoing.</p> <p>Evaluation and modification of prevention initiatives are ongoing.</p> <p>Measurable social change occurs.</p> <p>Community demonstrates an enhanced capacity to deal effectively with emerging issues.</p> <p>Community members experience increased safety, access, and opportunity.</p>	<p>Data Collection Requirements: outcomes and impact</p> <p>Technical Assistance:</p> <ul style="list-style-type: none"> <li>• team maintenance and expansion</li> <li>• conflict resolution</li> <li>• consensus</li> <li>• team-building</li> <li>• collaboration</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• team maintenance and expansion</li> <li>• conflict resolution</li> <li>• consensus</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• team maintenance and expansion</li> <li>• conflict resolution</li> <li>• consensus</li> <li>• team-building</li> <li>• collaboration</li> </ul>



# Strategic and Tactical Planning

Community DUI policy and advisory groups should not underestimate the importance of strategic and tactical planning. To develop a comprehensive approach against juvenile DUI, communities must first understand the extent of the problem. Problem identification and information collection will help law enforcement determine where and when juveniles are congregating and drinking. Forming partnerships with allied agencies and increasing juveniles' perception of risk will also prepare the community for informed, targeted enforcement efforts and their consequences for offenders. The following article, "How to Plan Strategically for Your Community," outlines the basic process of good planning. The article first appeared in *Community Policing Exchange*, a bimonthly publication of the Community Policing Consortium. While its focus is neither youths nor DUI, the strategic steps in developing a DUI enforcement program run parallel to those in the article. If you would like to receive future issues of the *Community Policing Exchange*, please contact the Consortium at 1726 M St., N.W., Suite 801, Washington, DC 20036, phone (202) 833-3305.

# How to Plan Strategically for Your Community

Yogi Berra once said, “When you come to a fork in the road, take it.” His mangled advice could describe how we often plan for the future. Most police chiefs and sheriffs were promoted through the ranks of their organizations and still carry with them the old habits that made them good street cops—the ability to size up a situation, act quickly and resolve the problem. But complex crime problems require police leaders to take a planned, community-based, long-term approach.

Many communities have developed strategic plans and know the problems and benefits associated with that process. Strategic planning can be done in any size agency. While the level of complexity will vary widely with the size and characteristics of each community, the fundamentals that lead to an effective plan are the same. By using some basic planning steps, communities and police organizations can avoid common mistakes and accelerate the benefits of community policing.

## What is Strategic Planning?

A strategic plan is both a document and a process. The *document* is the map that helps keep both the community and police on track. It is the standard against which budgeting, workplans, hiring, promotion, deployment, organizational structure and all other implementation elements are tested. The *process* strengthens the relationship between the community and police, while developing consensus and long-term political support for changes made as a result of strategic planning.

For strategic planning to achieve its potential, the police and community must jointly develop long-term solutions. This requires patience, understanding and commitment to hearing the various involved groups and individuals, so the plan truly incorporates community ideas.

## Making it Happen

The basics of good planning are simple: listen, plan, act, evaluate, then repeat. The challenge comes in listening well, planning appropriately, acting effectively and evaluating with accuracy.

Key partners in the process include the following participants:

- **Chiefs, sheriffs and elected officials.** In the hands of a good leader, a strategic plan is a tool for improving the organization. If the leadership doesn’t support the plan, it will fail.
- **Department personnel.** The people who will be most responsible for implementation (supervisors, officers and nonsworn personnel) must be involved.
- **Community leaders.** The process should model the partnerships that are integral to community policing, a step that is crucial for developing the ongoing support of the community.
- **Interagency partners.** Involve other agencies and keep them informed.

The following pieces are key ingredients of an effective plan.

- **Mission and values.** These elements should be as constant as the northern star. Also, without a strong, guiding mission, an organization will be unable to adjust to change.
- **Short-term strategies.** While the document has a long-term vision, it must also define short-term steps. Personnel must clearly see how the mission is translated into action.
- **A distinction between goal and process.** The goal is to reduce crime, fear and disorder. Don't confuse that with the *process*; partnership, problem solving, arrest and investigation are processes that help achieve the goal.
- **Required action by units.** Units should create workplans that address how strategies will be implemented day-to-day. This is crucial for establishing internal ownership of the plan.
- **Budget connection.** Unless the plan is used to drive the budget process, it will remain a wish list. Work with the political leaders to develop multiyear budget projections.

## Sustaining the Change

Making deep, institutional changes requires a long period of time. The following steps will help to ensure that the plan becomes a reality.

- **Don't divide the mission.** Some departments have described the "new" elements (partnerships and problem solving) in a way that suggests the "old" elements (call response, investigation, arrest) are obsolete. Community policing does not throw out existing tools. It adds to them by developing new ways to solve long-standing problems.
- **Define new roles for everyone.** It is essential to define new roles for patrol officers. But without specific roles for supervisors and managers, little can be accomplished. When an officer is given more discretion, the sergeant's role also changes. Each person in the organization must know that his/her role will change. People in the community should also work jointly with police to redefine citizens' roles in community safety.
- **Institutionalize.** To sustain community policing over the long term, each element of the organization and community must incorporate community policing into its behavior. Good ideas falter when they never become part of the daily life of officers, supervisors or managers. Job descriptions, recruiting and hiring, training, rewards and discipline, promotions and management practices must all change. Community members must also change from being passive recipients of services to active participants in making neighborhoods safer.
- **Focus on organizational culture.** Sergeants and field training officers, in particular, must be involved. When these "keepers of the culture" adopt the approach, profound change will follow.
- **Renew the plan.** New strategies should be developed to ensure the plan remains pertinent and up to date for each new budget cycle.

- **Maintain flexibility.** The mission and values are constant. Goals and objectives are stable for five, or even ten, years. But strategies evolve and timelines become obsolete. Plans that identify actions by the month for the next five years are unrealistic. Require that unit workplans fill in the short-term detail.
- **Disseminate the plan.** After the plan is complete, distribute it. Make sure community and agency leaders who participated in developing the plan receive a copy. Make familiarity with the plan part of employee evaluations and promotions.
- **Don't wait to implement.** The transition is necessarily incremental—an agency that works 24 hours, every day, cannot stop to retool. Some strategies should begin right away.

Policing in America is at a fork in the road. One path leads to business as usual—reacting to individual crimes, but not focusing on solving problems that lead to crime, fear and disorder. The other path leads to solving chronic problems and uses the resources of whole communities, not just “the thin blue line.”

Transforming organizations and creating new community roles requires planning, commitment, involvement, patience and hard work. While community policing is not a panacea, it *is* an opportunity to make a difference. That's why we got involved. That's why an effective strategic plan matters.

By Tom Potter and John Campbell

*Tom Potter lives in Portland, Ore., and is a 27-year veteran of the Portland Police Bureau. Mr. Potter retired in 1993 as the Bureau's chief of police.*

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# Department Policies and Procedures

This material, compiled by the Hampton (Virginia) Police Department, illustrates how a department condensed a variety of laws and ordinances covering juvenile alcohol use and possession, DUI, and other offenses into one succinct source. The document provides an excellent summary of alcohol-related offenses that frequently involve juveniles, as well as procedures to be followed by officers, and contains statements about the objective of an enforcement program and the role of compliance with each law or ordinance.

## **ALCOHOL-RELATED OFFENSES INVOLVING JUVENILES**

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**REF: ACC.STD. 4.1.1. P&P 1129, 1137, 1139, 1140 CH.DIR. 1129.1**

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### **I. PURPOSE:**

The purpose of this policy is to establish procedures and responsibility for the investigation and disposition of all alcohol-related offenses involving juvenile offenders.

### **II. POLICY:**

Realizing that Hampton's population of young citizens represents the City's future, the Hampton Police Division is committed to promoting a continued healthy community by reducing the risks associated with the illegal use of alcohol by juveniles. Accordingly, it shall be the policy of the Hampton Police Division to thoroughly investigate all alcohol-related offenses involving juveniles. The responsibility for the proper and adequate disposition of these investigations is shared by all members. To that end, all personnel shall be thoroughly knowledgeable of these procedures.

### **III. PROCEDURE:**

#### **A. Offenses Defined:**

The following definitions represent the most frequent alcohol-related offenses that may involve juvenile offenders.

1. Drinking and driving (18.2-323.1). Consuming an alcoholic beverage while driving a motor vehicle upon a public highway. Violation is a class 4 misdemeanor.



2. Public intoxication (18.2-388). It shall be unlawful to be intoxicated in public. Violation is a class 4 misdemeanor.
  3. Illegal possession (4.1-305). No person to whom an alcoholic beverage may not lawfully be sold (4.1-304) shall purchase or possess any alcoholic beverage. Violation is a class 1 misdemeanor.
  4. Driving after illegally consuming alcohol (18.2-266.1). It shall be unlawful for any person under the age of 21 to operate any motor vehicle after illegally consuming alcohol (BAC of .02 or more). This violation is an unclassified misdemeanor.
  5. Drinking in public (4.1-308). A person who takes a drink of an alcoholic beverage, or offers a drink thereof to another, whether accepted or not, at or in a public place, shall be guilty of a class 4 misdemeanor.
  6. Drinking or possession of alcoholic beverages in or upon public school grounds (4.1-309). No person shall possess or drink any alcoholic beverage in or upon the grounds of any elementary or secondary school during school hours or student activities. Violation is a class 2 misdemeanor.
    - a. To insure the proper dissemination of information, alcohol-related offenses handled by school administration officials should be coordinated with the officers assigned to the school anti-crime detail.
- B. When investigating alcohol-related offenses involving juveniles, officers will carefully assess the following considerations to insure both the welfare of the juvenile and the proper disposition of the case:
1. The seriousness of the violation.
  2. The extent of impairment.
  3. The juvenile's attitude.

4. A history of similar offenses.
  5. Any need of medical attention.
  6. Attitude of the parent or guardian.
  7. Victim and witness statements.
- C. Whenever an officer believes, as a result of his or her investigation, that a juvenile offender is in need of medical assistance, the juvenile will be immediately transported to the nearest authorized medical facility, and the officer will notify the parent or legal guardian as soon as possible. In the event the parent or legal guardian cannot be located or is unknown, the officer will notify the Intake Office to obtain the necessary authorization for treatment.
- D. Case Dispositions:
- The importance of maintaining accurate information on situations involving juveniles who have come to the attention of the police division during alcohol-related offenses cannot be overstated. Without such records, juvenile offenders may come to the attention of several different officers during different offenses and the pattern would go unnoticed. In EVERY situation where an officer has occasion to investigate an alcohol-related offense involving a juvenile, one of the following official dispositions will be completed describing how the situation was resolved:
1. ARREST AND RELEASE TO THE PARENT OR LEGAL GUARDIAN AS OUTLINED IN 16.1-260. After the officer issues the juvenile offender a Uniform Traffic Summons, the parent(s) or guardian is issued a Subpoena for Witness form and the juvenile is then released into their custody. The arresting officer will also complete a "field interview card" outlining the circumstances of the arrest. The officer will circle the word "arrest" at the top of the card.
  2. POLICE DIVERSION OF FIRST-TIME OFFENDER (informal diversion at the officer's discretion). This procedure involves the completion of a "field interview card" with the information about the incident, the juvenile's information and the action taken by the officer. The officer will place the word "diversion" in the upper right corner of the field interview card.



3. **REFERRAL OF THE OFFENDER.** This requires the officer to complete the “field interview card” as outlined above, but instead of the word “diversion” being placed in the upper right of the card the officer will place the word “referral” in that location. This disposition will result in the Intake Office determining the correct course of action for the offender.
- E. All field interview cards will be completed and submitted at the end of the officer’s tour of duty.
  - F. After processing the information, the Crime Analysis Unit will forward copies of the field interview cards to the Intake Office.
  - G. It is possible that a juvenile may have a more extensive record than is known at the time an officer decides on a disposition. For that reason, an Intake Officer will review case dispositions and notify officers in the event a more extensive record is found. Officers will obtain petitions and present evidence in these cases.



# Juvenile DUI Program Goals and Objectives

Through the following listing of juvenile DUI program goals and objectives, the Tulsa Police Department summarizes how the goal of reducing underage drinking and driving can be achieved. An important component is its numerical target: Tulsa set out to reduce alcohol- and drug-related traffic crashes by 5 percent during fiscal year 1996. Also outlined here are a description of the project; the expected contributions of the police department, the Oklahoma Highway Safety Office, and administrative personnel; plans for educational and safety programs; and a proposal for additional fines to be attached to the penalties of juvenile offenders. Those funds can help sustain support for the Juvenile Alcohol Prevention and Enforcement Program. Tulsa notes that if \$40 were added to the fine of each of the 200 or more offenders arrested each month, over \$96,000 could be raised for the program.

# **TULSA POLICE DEPARTMENT**

## **JUVENILE ALCOHOL PREVENTION AND ENFORCEMENT PROPOSAL**

### **FY 95/96**

#### **GOAL:**

The goal of the Tulsa Police Department is to make the streets of Tulsa safe for all citizens and visitors. The prevention of underage drinking and the apprehension of drinking and drugged drivers is of the highest priority in our efforts to make Tulsa the safest city in which to live and raise a family.

The Tulsa Police Department will decrease the availability of alcoholic beverages to juveniles and will reduce underage drinking and driving through intensive efforts including education and public awareness, prevention, and enforcement specifically directed at juvenile drinking drivers.

Hours worked will permit non-uniform officers to interrupt and prevent the sale of alcoholic beverages to juveniles and allow uniformed personnel to reduce alcohol and drug-related traffic accidents an estimated 5 percent during the FY-96 contract year (October 1995 to September 1996).

#### **PROBLEM IDENTIFICATION:**

In 1994, Tulsa had 34 fatality and 2,062 class A and B injury accidents. Ninety-eight of the class A and B injury accidents involved drinking or drugged drivers. Tulsa recorded 15,602 traffic crashes for 1993. Most of the injury collisions occurred during normal traffic hours. The drinking and driving accidents occurred during the night time hours. However, the number of drivers appearing on Tulsa streets after 9:00 P.M. who have been drinking is increasing.

Tulsa has shown a significant increase in traffic accidents involving drivers under the age of 21 that are driving under the influence of drugs and alcoholic beverages. By targeting businesses that sell alcoholic beverages to minors, there will be a significant reduction in alcohol abuse by drivers under the age of 21.

#### **PROJECT DESCRIPTION:**

The Juvenile Alcohol Prevention and Enforcement Project is directed by a police sergeant. The project director will coordinate the efforts of the Uniform Divisions, Chief's Staff, Payroll Division, News Media, Public Schools, and the Community Service Council. The director will spend thirty percent of his time on this federal grant.

The remaining required personnel will allow the department to:

1. Provide a rotating squad of uniformed officers to work overtime on the enforcement phase of the Juvenile Alcohol Prevention and Enforcement Project.
2. Provide non-uniform officers to investigate and prevent the sale of alcoholic beverages to minors.
3. Assign officers to patrol the highest alcohol/drug-related traffic accident locations and time frames.
4. Provide instruction in all high school drivers' education classes in the hazards and results of using alcohol or drugs and driving.

5. Cooperate with the Community Service Council to develop educational material including a Parent's Guide to distribute to all parents of children in ninth and twelfth grades.
6. Provide information meetings with parents and students in cooperation with the public schools and the Community Service Council.
7. Utilize all public information sources to increase the visibility of the Juvenile Alcohol Prevention and Enforcement Program by raising awareness of the consequences of drinking and driving and other drug offenses.
8. Continue cooperative efforts with local traffic safety committees, other law enforcement agencies, and the ODOT community program specialist for the purpose of actively supporting and maintaining public awareness in all phases of traffic safety to include campaigns on alcohol-related traffic safety and occupant protection for drivers under the age of 21.
9. Provide timely and accurate reports of activities and monthly claims.

**THE TULSA POLICE DEPARTMENT WILL MATCH IN-KIND THE FOLLOWING:**

1. Administrative duties (project manager), 30 percent of the salary of the director.
2. Vehicle and equipment maintenance, gas and accident repair.
3. Personnel benefits, court overtime for project officers, and the self-insured portion for city vehicles.
4. The department will continue to speak to area high school drivers' education classes throughout the area. This instructor will flex his duty hours, and the cost will be incurred by the department.
5. The department will coordinate with the Community Service Council in the development of a Parent's Guide to be distributed to the parents of students in ninth and twelfth grades.
6. The department will continue to complete its Annual Traffic Accident Survey in January. This will be compiled by non-sworn personnel in the Information and Technical Services Division with assistance from the City Traffic Engineering Department with cost incurred by the City.

**EQUIPMENT:**

1. A van with a mobile breathalyzer will be made for on-site breath test capabilities.
2. The purchase of printed materials of the handouts developed from the collaboration of parents, officers and safety groups is needed.

### **ADMINISTRATIVE EVALUATION:**

Administrative personnel will:

1. Document the number of hours worked by overtime personnel.
2. Document the number of juveniles contacted per hour that resulted in arrest or citation.
3. Document the number of arrests or citations for persons who were caught selling or providing alcoholic beverages and/or drugs to juveniles.
4. Document the number of occupant protection citations issued.
5. Document the number of parents and students contacted through school programs and news media presentations.

### **CONTINUATION AND COST ASSUMPTION:**

The Tulsa Police Department will approach the Tulsa City Council and propose that additional fines and fees be attached to penalties given to juvenile offenders convicted of DUI, DWI, APC, Possession of Beer by a Minor, Possession of Alcohol by a Minor, and Public Intoxication by a Minor. These funds will be placed in a special overtime account to fund a continuing Juvenile Alcohol Prevention and Enforcement Program once the federal assistance ends. If only \$40.00 were added to the fine of each of the 200+ offenders arrested each month, over \$96,000 could be raised to continue this program.

### **SAFETY PROGRAMS:**

Community Traffic Safety Programs (CTSP):

For traffic safety efforts to be successful, all segments of the community must be involved and committed to eliminating unsafe conditions. In addition to law enforcement elements, we intend to involve schools, churches, courts, health care professionals, and the Community Service Council.

Safety Programs are a proven method of providing communication and cooperation between individuals, public agencies, and private organizations. Active CTSP projects have been productive, effective ways to identify and address community problems and to create lasting solutions.

### **EDUCATION:**

The Tulsa Police Department will continue the high school Drivers' Education Program currently conducted by a sergeant who combines a video session along with a question and answer program on the hazards of using alcohol and drugs when operating a vehicle.

The Tulsa Police Department will provide the DARE Program to students in the tenth grade and relate the problems to driving.

The Tulsa Police Department, in cooperation with the Community Service Council, will develop and produce a Parent's Guide for distribution to parents of students in grades nine and twelve in Tulsa area high schools.

The Tulsa Police Department, in cooperation with the Tulsa Public Schools and other area public and private high schools, will conduct information meetings for parents and students at all area high schools.

The Tulsa Police Department will coordinate with other public and private agencies to produce and distribute public service announcements designed to prevent or discourage underage drinking and driving.

The Tulsa Police Department will coordinate with the Community Service Council and the Tulsa office of the Oklahoma Safety Council to inform and educate area businesses that sell or furnish alcoholic beverages to underage drinkers.



### **WORK STATEMENT:**

The Oklahoma Highway Safety Office (OHSO) will reimburse the Tulsa Police Department for approximately 2000 hours for field enforcement of the DUI, DWI, and APC laws within the jurisdictional boundaries of the City of Tulsa.

OHSO will reimburse the Tulsa Police Department for approximately 420 hours for non-uniform officers to monitor, conduct checks of businesses that sell and furnish alcoholic beverages to juveniles, and enforce related laws for selling to juveniles in the jurisdictional boundaries of the City of Tulsa.

OHSO will reimburse the Tulsa Police Department for approximately 100 hours to conduct high school drivers' education classes relating to drinking and driving and occupant safety.

OHSO will reimburse the Tulsa Police Department for approximately 24 hours to conduct information meetings for parents of students in grades nine through twelve in area high schools.

The majority of enforcement will be on Friday and Saturday nights during the school year and other selected nights during the summer months when school is not in session. The mobile van will be used for 6 hours per night on Friday and Saturday nights, and other special occasions as deemed necessary.

Hours of operation may be for any four-hour period and for special occasions as agreed jointly by the project director and the OHSO program manager.

Reimbursement will not exceed \$30.00 per overtime hour.

Any unused funds will be used to increase enforcement hours.

Under this contract the administration and supervision of the project will be handled by on-duty supervisory personnel within the Tulsa Police Department. Special projects will be supervised by the project director.

Project officers will be used to transport and book DUI offenders for normal on-duty field officers to allow said complement to return to normal detection and apprehension efforts in a timely manner.

Special programs will be developed to target the most active holidays for underage drinking and driving activities, including: spring break, fall break, summer vacation months, graduation and prom events, and other holidays. The man hours involved will result from the restructuring of normal shifts the week of the holiday or other available scheduled hours.

The OHSO-funded Juvenile Alcohol Prevention and Enforcement Program squad will be responsible for achieving a sufficient number of arrests to maintain an enforcement index of 6.0 arrests for drinking and driving per each fatality in class one and two (A & B) type traffic accidents.





# Press Releases

A crucial step in any community anti-DUI effort is to keep the public informed through the use of the media and the thoughtful development of media campaigns. During the Office of Juvenile Justice and Delinquency Prevention/National Highway Traffic Safety Administration (OJJDP/NHTSA) project demonstration period, the five sites realized the importance of establishing rapport with the media and continuing to give them follow-up feedback on enforcement efforts. In addition to the benefit of partnership with the media, levels of public awareness and cooperation will increase. Included here is a sample press release used by the Phoenix Police Department to announce its participation in the DUI project, as well as a statement regarding the Hampton Police Division's "Life Force" program. Hampton's press release also makes citizens a part of overall enforcement efforts by asking them to call the police to report underage persons purchasing alcoholic beverages.<sup>1</sup>

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<sup>1</sup>Communities may also obtain reports and press releases concerning drug abuse from Join Together, a national research center for communities fighting substance abuse. The address is 441 Stuart Street, 6th Floor, Boston, MA 02116, phone (617) 437-1500, and the Internet site, which contains the full text of these reports and press releases, is <http://www.jointogether.org>.



# City of Phoenix

POLICE DEPARTMENT

October 14, 1994  
For Immediate Release  
Contact: Sgt. William Niles, DUI Coordinator  
(602) 534-0815

Winner of the  
Carl Bertelsman  
Prize for



## PHOENIX POLICE DEPARTMENT SELECTED AS DEMONSTRATION SITE FOR OJJDP/NHTSA PROJECT

The Phoenix Police Department has been selected as a demonstration site for a special project, *Enforcement Strategies to Combat Juvenile Impaired Driving Due to Drugs and Alcohol*. Phoenix is one of six agencies selected to participate in this project, which is administered by the Police Executive Research Forum (PERF), a national law enforcement research center.

Through joint funding by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the National Highway Traffic Safety Administration (NHTSA), PERF developed a comprehensive model aimed at reducing injuries and deaths caused by juvenile impaired driving. PERF then announced a nationwide competition for demonstration sites to put the working model into practice. The jurisdictions selected were required to propose at least one initiative to address each of nine issue areas identified in the working model.

Within the Phoenix Police Department, a great deal of the enforcement strategy centers on the recent formation of a Youth Alcohol Education and Enforcement Squad. The department reassigned four motor officers to form the squad who will be providing classroom lectures on traffic safety and specifically alcohol and drug impairment in the high school drivers' education classes during the week. The squad will be involved in concentrated enforcement events dealing with juveniles on the weekends. Additionally, the Youth Alcohol Education and Enforcement Squad will target the source of the underage drinking problem by participating in the Cops In Shops program designed to work with liquor establishments to apprehend juveniles attempting to purchase alcohol, and adults attempting to purchase alcohol for juveniles. Enforcement activities will occur at peak times and will focus on beer parties in residences, neighborhoods, concerts, sporting events and at desert keg parties.

Other sites selected to participate in this project are the New York State Police (City of Albany), the Massachusetts State Police (City of Quincy), the Astoria (Oregon) Police Department, the Tulsa (Oklahoma) Police Department, and the Hampton (Virginia) Police Department.

## HAMPTON POLICE DIVISION PRESS RELEASE

**For Immediate Release**

**MARCH 23, 1995**

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HAMPTON POLICE DIVISION IS DEEPLY CONCERNED WITH THE PROBLEMS ASSOCIATED WITH ALCOHOL CONSUMPTION BY THE YOUTH OF OUR COMMUNITY. IN OUR CONTINUING EFFORTS, DURING THE UPCOMING WEEKS THE POLICE DIVISION WILL BE UTILIZING RESOURCES TO INVESTIGATE ALLEGED ALCOHOL-RELATED CRIMES INVOLVING PERSONS UNDER 21 YEARS OF AGE. THIS WILL BE ACCOMPLISHED THROUGH OUR "LIFE FORCE PROGRAM" ALREADY IN EXISTENCE. THIS PROGRAM IS DESIGNED TO ENHANCE COMMUNITY AWARENESS AND EDUCATE THE PUBLIC ON THE PROBLEM OF PERSONS UNDER 21 YEARS OF AGE PURCHASING AND CONSUMING ALCOHOLIC BEVERAGES, AND THE IMPACT IT HAS ON THE COMMUNITY. CHIEF MINETTI IS ASKING THE CITIZENS TO REPORT ANONYMOUSLY THE LOCATION OF PERSONS UNDER 21 YEARS OF AGE PURCHASING ALCOHOLIC BEVERAGES IN THE CITY. THIS CAN BE ACCOMPLISHED BY CALLING THE POLICE DIVISION AT 727-6111.

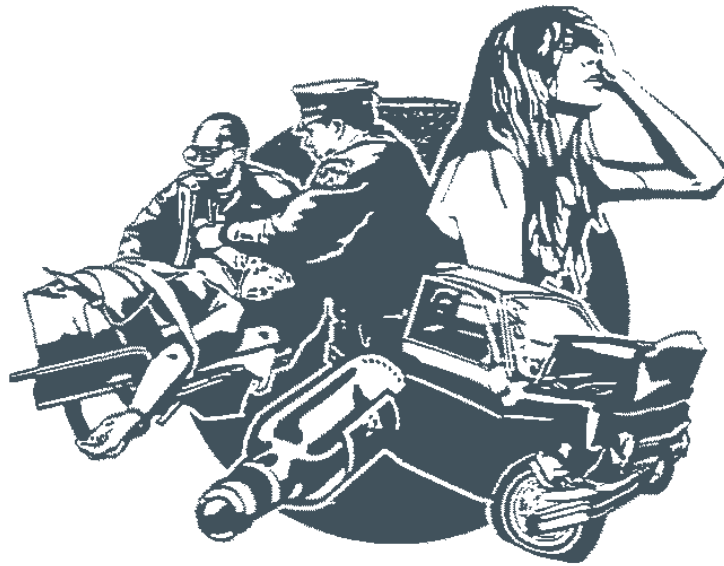


# Parental Education

**T**his section highlights the importance of education, particularly for the parents of youth. Often parents are unaware of or simply refuse to acknowledge their children's use of alcohol or other drugs. Even when parents recognize a problem, it is necessary for law enforcement to educate and involve them in a community anti-DUI effort. The following pages contain:

- A notice from Astoria's Clatsop County Driving Under the Influence or Impaired (DUII) Advisory Team (CDAT) warning of alcohol and drug use during spring break.
- A fact sheet titled "Parents, Teens and Alcohol," compiled by Albany County to dispel myths about teen drinking.
- A parent's legal guide summarizing juvenile drinking and driving offenses, provided by the Tulsa Police Department and the Community Service Council.

# **SPRING BREAK STARTS MARCH 17TH**



**1000s of young adults will be visiting  
the North Coast area.**

**Problems with abuse of alcohol and  
illegal drugs will occur in our area.**

**KNOW where your kids are during  
spring break...**

**Please don't let them  
become a statistic...**

**CDAT (Clatsop County DUII Advisory Team)**

# PARENTS, TEENS AND ALCOHOL

## Fact Sheet

61 Percent of Youths (Age 16-20) Say Their Parents  
Accept, Ignore or are Unaware They Use Alcohol

PARENTAL MYTH	FACT
20% of parents believe their teenage child will definitely, or is very likely to, drink alcohol July 4th weekend.	39% of youths (age 16 through 20) say they will definitely, or are very likely to, use alcohol July 4th weekend.
45% of parents believe heavy drinking is an extremely or very widespread problem in their teenage child's school.	79% of youths say heavy drinking is an extremely or very widespread problem at school.
36% of parents believe their teenage child used alcohol during the past month.	56% of youths say they used alcohol during the past month.
82% of parents say their teenage child would call them and ask for a ride home if he/she had too much to drink. 10% say their son or daughter has called for a ride.	65% of youths say they would ask their parents for a ride home if they had too much to drink. 20% say they have called in the past.
55% of parents believe their son or daughter abstains from alcohol.	33% of youths described themselves as "abstainers" from alcohol.

The study is based on a representative cross section of young adults throughout the United States aged 16-20, and parents of young adults in that age range. Respondents were selected on a random basis. Respondents included 529 teens and 536 parents.

## PARENT'S LEGAL GUIDE

### **OFFENSE: POSSESSION OF ALCOHOLIC BEVERAGE BY A MINOR.**

It is an offense for any person under the age of 21 to be in possession of any intoxicating alcoholic beverage in any public place.

Punishable by a fine of not more than \$100, excluding court costs, and by imprisonment in the City Jail for not more than 30 days.

### **OFFENSE: POSSESSION OF NON-INTOXICATING ALCOHOLIC BEVERAGE BY A PERSON UNDER 21 YEARS OF AGE.**

It is an offense to consume or possess with intent to consume any non-intoxicating alcoholic beverage or beer containing more than .5% alcohol and not more than 3.2% alcohol in any public place.

Punishable by a fine of not more than \$100, excluding court costs, or by appropriate community service not to exceed twenty (20) hours.

Does not apply when “under direct supervision of parent or legal guardian,” but not allowed to consume in “any public place licensed to dispense non-intoxicating alcoholic beverages.”

### **OFFENSE: MISREPRESENTATION OF AGE.**

It is an offense for any person under the age of 21 to misrepresent his/her age in writing or by presenting false documentation of age for the purpose of inducing any person to sell or serve him/her alcoholic beverages.

Punishable by a fine of not less than \$250 nor more than \$500, excluding court costs. It is also a State Misdemeanor punishable by a fine of \$100 and/or 30 days in the County Jail.

### **OFFENSE: CONSUMING ANY INTOXICATING SUBSTANCE IN A PUBLIC PLACE.**

It is an offense for any person to consume any intoxicating liquor or any other intoxicating substance in a public place.

Punishable by a fine of not more than \$100, including court costs.

### **OFFENSE: APPEARING IN ANY PUBLIC PLACE WHILE INTOXICATED.**

It is an offense for any person to appear in any public place while intoxicated.

Punishable by a fine of not more than \$100, including court costs.

### **OFFENSE: DISTURBING THE PUBLIC PEACE WHILE INTOXICATED.**

It is an offense for any person to disturb the peace while intoxicated and in a public place.

Punishable by a fine of not more than \$100, including court costs.



**OFFENSE: DRIVING UNDER THE INFLUENCE OF ALCOHOL OR OTHER INTOXICATING SUBSTANCE.**

It is an offense for any person to operate a motor vehicle while under the influence of alcoholic beverages or any other intoxicating substance. Breath or Blood Alcohol Concentration must be .10% or more.

Punishable by imprisonment in the City Jail for not less than 10 days nor more than 90 days, and a fine of not more than \$500, excluding court costs, for first offense in Municipal Court. Plus a driver's license suspension.

If first offense is filed as a State Misdemeanor the punishment is imprisonment in the County Jail for not less than 10 days nor more than 1 year, and a fine of not more than \$1,000. Plus a driver's license suspension.

Second offense can be filed as a State Felony with a punishment of not less than 1 year and not more than 5 years in the custody of the Department of Corrections, and a fine of not more than \$2,500. Plus a driver's license suspension.

**OFFENSE: DRIVING WHILE IMPAIRED BY ALCOHOL OR OTHER INTOXICATING SUBSTANCE.**

It is an offense for any person to operate a motor vehicle while impaired by alcohol or other intoxicating substance. Breath or Blood Alcohol Concentration must be more than .05% and less than .10%.

If filed as a City Misdemeanor this offense is punishable by a fine of not less than \$100 nor more than \$500, excluding court costs, and/or by imprisonment in the City Jail for not more than 90 days. Plus a driver's license suspension.

If filed as a State Misdemeanor the punishment is a fine not less than \$100 and not more than \$500, or imprisonment in the County Jail for not more than 6 months, or both. Plus a driver's license suspension.

**OFFENSE: DUI/APC UNDER AGE 18. (ZERO TOLERANCE BILL)**

It is an offense for any person under the age of 18 to drive, operate or be in actual physical control of a motor vehicle with a Breath or Blood Alcohol Concentration of .02% or more, or evidence of other intoxicating substances.

First offense, punishment by a fine of not less than \$100 nor more than \$500, or a minimum of 20 hours of community service, or both.

Second offense, punishment by a fine not to exceed \$1,000 or by not less than 40 hours of community service, or both. The court may assess additional community service hours in lieu of any fine specified.

**MANDATORY REVOCATION OF DRIVER'S LICENSE:** First offense — 6 months, or 1 year, or 6 months (2 years effective 7-1-95) and until the person attains the age of 18, whichever is longer. Second offense — Minimum 1 year (2 years effective 7-1-95) or until the person attains 18 years of age, whichever is longer.

**CUSTODIAL PARENT, PARENT OR LEGAL GUARDIAN:** Of a defendant under the age of 18 years. Notified on first conviction that a "penalty may be imposed" on the parent or legal guardian not exceeding \$500 for each "subsequent violation" by the defendant while under the age of 18, provided that the motor vehicle involved in the offense was owned or controlled by the parent or legal guardian.

**OFFENSE: TRANSPORTING OPEN CONTAINER OF ALCOHOLIC BEVERAGE.**

It is an offense for any person to transport a container of alcoholic beverage in a vehicle, except in the original container with the seal unbroken, and not accessible to the driver.

Punishable by a fine of not less than \$200, excluding court costs, and/or by imprisonment in the City Jail for not more than 90 days.

**OFFENSE: TRANSPORTING OPEN CONTAINER OF BEER.**

It is an offense for any person to transport a container of non-intoxicating alcoholic beverage (beer) containing more than .5% alcohol and not more than 3.2% alcohol, except in the original container with the seal unbroken, and not accessible to the driver.

Punishable by a fine of not more than \$50, including court costs.

**OFFENSE: CREATING, PUBLISHING OR MANUFACTURING OKLAHOMA OR OTHER STATE DRIVER'S LICENSE OR I.D. CARD.**

It is a Felony to create, publish or manufacture a false Oklahoma or other state driver's license or state identification card.

Punishable by a fine up to \$10,000 and/or imprisonment not to exceed 7 years in the custody of the Department of Corrections.

**OFFENSE: DISPLAYING, POSSESSING ANY STATE COUNTERFEIT OR FICTITIOUS DRIVER'S LICENSE OR IDENTIFICATION CARD.**

It is a Felony to display or possess any counterfeit or fictitious state driver's license or state identification card bearing a false date of birth, false name, or a photograph of any person other than the person named.

Punishable by a fine up to \$10,000 and/or imprisonment not to exceed 7 years in the custody of the Department of Corrections.

**OFFENSE: UNLAWFUL USE OF DRIVER'S LICENSE.**

It is a Misdemeanor offense for any licensee:

1. To lend his/her license to any other person or knowingly permit the use thereof by another person.
2. To display or possess a license issued to him/her which bears altered information concerning the date of birth, expiration date, etc.
3. To permit the unlawful use of a license issued to him/her.

Punishable by a fine of not less than \$25 nor more than \$200, excluding court costs.

**OFFENSE: CONTRIBUTING TO DELINQUENCY OF A MINOR OR TO MINOR'S COMMISSION OF A FELONY.**

It is an offense for any person to “knowingly or willfully cause, aid, abet or encourage” a minor to become a delinquent. A Delinquent Child is any person under the age of 18 who violates any penal statute of the state. This includes “Frequenting any saloon...or any place where intoxicating liquors are manufactured, stored or sold” and “Possessing, transporting, selling, or engaging or aiding or assisting in the sale, transportation or manufacture of intoxicating liquor, or the frequent use of same.”

First offense is a Misdemeanor punishable by a fine not to exceed \$1,000 and/or imprisonment in the County Jail not to exceed 1 year.

Second offense is a Felony punishable by imprisonment in the State Penitentiary not to exceed 3 years and/or by a fine not to exceed \$5,000.

**OFFENSE: FALSE PERSONATIONS.**

It is a Felony offense for any person to falsely personate another by assuming their true identity where the act would create liability on the true person. This would include the incurring of charges, forfeiture of penalty, or payment of money in the name of the true person.

Punishment by imprisonment in the state prison not to exceed 10 years.



# Highlights of Training Curricula

The following materials, prepared by James Scutt and the Police Executive Research Forum (PERF), provide an overview of training developed to assist justice agencies and community organizations involved in juvenile DUI enforcement efforts. They are based on the theory that the best training materials are those that are most responsive to the day-to-day needs of users. Training should also consider the relationship between the various components of the local justice system and the key advocacy of community organizations that work with them. These major areas of emphasis in DUI training curricula are intended to help agencies initiate programs for on-the-job training as well as training courses in local and regional academies. Users are encouraged to adapt the contents to current enforcement efforts, local needs, and the ever-present reality of limited resources.

## *How Trainers Can Use and Modify the Model Curriculum*

The various components of the local justice system, as well as community service and advocacy organizations, should come together for training. The ideal is to train them all together, but the reality is that one or more disciplines may not be represented in training because they have opted out of the local program coalition. Still, training is designed for multi-disciplinary groups.

Training should instruct participants that they can make a difference as well as advance their agency objectives while participating in a comprehensive, community-based, multidisciplinary juvenile DUI policy group. This focus is substantially different from approaches that stress strict enforcement without addressing how to build support among other agencies for that approach.

Training will also be needed for specific groups. One way to modify the curriculum for a particular group is to select faculty directly suited to the needs of that group. For example, in discussing traditional and proactive law enforcement intervention strategies, the group could be split into more than one discussion group, with a special instructor teaching advanced participants who are already familiar with traditional strategies. Another method of adapting the curriculum is to select technical and specialized background readings for the participants and to gear those readings to the participants' experience levels or specialized disciplines. One publication designed to identify such material is the American Prosecutors Research Institute/National District Attorneys Association manual on DUI enforcement.

Because of the range of disciplines represented among the participants and the need to find locally acceptable ways to implement the DUI program and confront obstacles, it may be necessary to break into workshops to discuss these implementation issues.

## *Comprehensive Curriculum on Enforcement Strategies to Combat Juvenile Impaired Driving Due To Alcohol or Other Drug Abuse*

### *Public Policy Development: Understanding the Need for a Public Policy Group*

Unless each discipline participates in a well-developed and comprehensive session of "consciousness raising" at the beginning of training, the skills and techniques taught later in the course may not seem relevant to the



needs of the practitioner or agency. To educate law enforcement practitioners and others about (1) the dynamics of underage drinking and driving and (2) the need for a community-based, multidisciplinary juvenile DUI (driving under the influence) policy group, the following training objectives are recommended:

- To communicate a specific, operational definition of juvenile impaired driving and to define other alcohol- and drug-related offenses that affect that issue.
- To identify the effect of the “top-down command” emphasis that police executives and command staffs must use for successful arrest-based, underage DUI enforcement.
- To identify the public and private sector agencies that should compose the community-based DUI policy group.
- To clarify agencies’ individual and joint objectives.
- To understand the roles and relationships among the criminal justice system and private sector agencies in establishing a discussion forum and designing and implementing a comprehensive juvenile DUI policy.
- To communicate students’ responsibility to educate the general public, businesses, and professional associations about the need to combat juvenile drunk driving, the goal of such education being to prevent such violations, to increase the likelihood that violations will be reported to law enforcement, and to increase the community’s cooperation with law enforcement and treatment professionals.

## *Challenging the Traditional Intervention Methods*

To introduce the student to nontraditional means of combating underage DUI, such as public awareness and education, the following training objectives are recommended:

- To evaluate traditional law enforcement intervention strategies such as sobriety checkpoints, selective enforcement, Cabs on Patrol, and diversion.
- To identify and evaluate proactive measures such as Operation Keg ID, underage decoy operations, and Badges in Business.
- To develop a familiarity with the incident reduction methods currently employed in various states, including but not restricted to lower blood alcohol contents (BACs) for youths, nighttime driving restrictions, graduated licensing, curfews, and administrative license revocation.
- To determine the factors or obstacles that contribute to the low impaired-driving arrest rate for youth, including but not limited to time and place; DUI detection cues; juvenile processing and adjudication; and lower BACs for youthful offenders.
- To address how to adopt and implement the operational aspect of a program based on locally available resources.
- To examine the role of the media and the benefits of involving the media in the planning, implementation, and evaluation processes, remembering that when members of the local

media support an arrest-based strategy, the police executive's job, indeed the job of all the policy group members, becomes much easier.

### *Leadership Issues: Helping the Chief of Police Assume a Leadership Role*

To identify the roles and responsibilities of the chief law enforcement official in establishing and chairing a community-based policy group, the following training objectives are recommended:

- To enable the police executive to do the following: analyze intelligence, agency referrals, complaints, and other information to determine the scope of the problem; conduct a needs assessment; and identify available resources before developing a policy group.
- To suggest ways of developing a liaison with other public and private agencies in order to gain a broad base of political support for the long-term success of the program.
- To identify and draw upon the team-building technique known as the five R's (rules, roles, relationships, responsibilities, and results), which will assist in building a consensus and moving the program forward.
- To examine the benefits of a multidisciplinary team that contains a cross section of the community and therefore has a greater chance of self-sufficiency through various funding sources.
- To identify various external resources and support (such as funding and personnel) that the police department will require if it is to meet the challenge.

### *Policy Group Development*

To help the police executive identify the community stakeholders who are most affected by this issue and to offer insights into the relationships the various organizations must develop among themselves to achieve their stated objective, the following training objectives are recommended:

- To assist the police executive in identifying which public and private sector organizations have a stake in the development of the policy group and its mission.
- To communicate specific roles for each of the organizations so that they understand and acknowledge their own and each other's limits.
- To recommend ways to develop and maintain liaisons, operating relationships, and unification through letters of agreement among the agencies responsible for the integrity of the program.
- To communicate the importance of educating the public, businesses, and professional associations about the need to combat underage DUI; this education is aimed at deterring such violations, making it more likely that violations will be reported and increasing the community's cooperation with enforcement agencies.
- To demonstrate how the use of a broad-based multidisciplinary team can increase the community's chance of gaining funds from such sources as the National Highway Traffic Safety Administration (402 and/or 408 funds), the Bureau of Justice Assistance, and the Office of Juvenile Justice and Delinquency Prevention.

## *Round Table Discussion: Developing a Community Action Plan*

To allow agency and organization executives an opportunity to develop an action plan for creating the community-based, multidisciplinary policy group, the following training objectives are recommended:

- To encourage dialogue among the various disciplines involved in the community planning process.
- To identify any legislative initiatives needed before starting an arrest-based program.
- To develop a preliminary list of potential public- and private-sector funding sources.
- To draft a working document that will be the basis for the development of a community-wide policy group.



# Contact List

**A**fter reviewing this guide, you or other members of your community may still have questions and experience difficulties in implementing the Juvenile DUI Enforcement Program. The following list provides the names, addresses, and phone numbers of representatives of the five project demonstration sites. These individuals will be happy to discuss their experiences and offer further suggestions.

## *Five Sites Representatives*

### **Lt. Tom Clifford**

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### **Rose Ewing**

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### **Assistant Chief William Georges**

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### **Lt. Lynn Jones**

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### **Sgt. Joe Knott**

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### **Carol Servino**

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